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The method of studying educational guidance by comparing "guided" and "unguided" groups is excellent, but the number of pupils in the "guided" group (22) is too small to furnish more than suggestive conclusions. The emphasis on algebra in guidance would be further justified if correlations between intelligence and other school subjects were obtained.

In the problem of vocational guidance Dr. Proctor has made a valuable contribution in method in his distribution tables. The use of psychological tests as an aid in vocational guidance is still in the early experimental stages, as this study points out. These tests are clearly more effective in the selection of employees in a particular occupation than in the guidance of pupils as to which vocation to choose.

The last chapter of the monograph deals with the use of psychological tests for college entrance. A higher correlation was found between high-school and university scholarship than between the intelligence test and university scholarship. In spite of this, the author concludes that mental tests will become the generally accepted means of making the final selection from those seeking to enter college.

Socialized geography.—With the growth of geography there has been a tendency toward specialization in one field or another. Courses given under the title of physical geography have commonly overemphasized the static side of physical features with a consequent neglect of the forces of nature and of man's adaptation to his physical environment. Economic or commercial geographies are generally restricted to a mere catalogue of industries, agriculture, and mineral resources with no attempt to trace the relation of these industries to the climate and physical features of the earth. Courses offered under the title of regional geography divide the earth into physiographic or industrial units, dropping the old method of studying geography by states or countries.

The trend of present-day geography is toward a combination of the three types of geographies mentioned. Such a course does not deal with some particular phase of geography but unifies the science into an organic whole. A text¹ organized on the foregoing principle has recently been published.

The author has not attempted to include all of the points presented in the ordinary course in physical geography, only such material being included as is necessary to furnish a foundation for the effect of geographical influence upon the life of man. The following excerpt from chapter x, "Plains and Life," illustrates very well the emphasis placed upon physiographic forms in relation to the life of man:

Plains and the movement of people.—Ease and cheapness of transport, whether for trade, travel, or immigration, are very important. Upon a prairie plain there is practically nothing to hinder the movements of people or of produce. When our

¹ JAMES F. CHAMBERLAIN, *Geography: Physical, Economic, Regional*. Philadelphia: J. B. Lippincott Co., 1921. Pp. xviii+509.

early settlers reached the prairie-plains they moved westward with great freedom. Russia has found it easy to extend eastward a peaceful conquest to the shore of the Pacific Ocean, in part because of the levelness of the land.

The building of highways and railways on a plain is easy and relatively inexpensive. Little grading is required, and roads follow any desired route. This means a multiplicity of roads, and consequently ample opportunity to market the products of an area. The cost of maintaining roads on level land is not so great as it is in mountains.

The uniformity in climatic conditions leads to uniformity in plant and animal life, and hence, to a certain extent, in interests and industries. As a rule, a large area of a plain recognizes the same governmental authority. The climatic uniformity which plains present have in some cases a disadvantageous effect. This is seen in Siberia, where there is very little progress. Here the winters are so long and so severe that the enforced life within doors unfits the peasant for work when spring arrives. Owing to the marshy condition of large areas roads are practically impassable during the summer, and cultivation is retarded until late in the season [pp. 118-119].

The book is divided into three parts. The first part deals with physical geography; the second part, with economic geography, and the third part, with the regional geography of the United States. Throughout the book emphasis is placed on the human elements. The book is a valuable contribution to the field of secondary-school geography.

Secondary-school history.—The authors of a new text¹ have attempted to make the content of their volume accord with the views of the so-called "new history" group and their method of treatment meet the demand of the latest theories of the schools of education. They have given comparatively little attention to political development and have emphasized the social and economic aspects of our history. Though recognizing that the topical method may be "pushed too far," they have acceded to what they conceived to be a modern demand and followed it as far as they deemed practicable. In order to satisfy those who are unwilling to make any concessions, they have furnished a topical syllabus near the end of the book. In deference to what is perhaps another very modern notion also, they have devoted more than the usual amount of space to the period since the Civil War. They have done this within the limits allowed the modern writer of textbooks by resorting to the expedient of eliminating the story of Spanish achievement in North America and omitting biographical sketches of heroes and accounts of wars.

The authors are at their best when discussing the economic and social phases of United States history since 1870. In this respect it would seem that they have excelled most authors who have undertaken a similar work. In fact, it may be doubted whether there is any serious flaw in the last eleven chapters of the book. Unfortunately this cannot be said of some of the other portions of the text. For instance, it is perhaps erroneous to consider the

¹ CHARLES A. BEARD and MARY R. BEARD, *History of the United States*. New York: Macmillan Co., 1921. Pp. xv+663.